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best be met and corrected through stories which emphasize the usefulness of the flowers in their æsthetic relations.

The remaining two weeks will be spent at the lake shore, playing in the sand, sailing boats of our own construction, watching the work of the waves, the changes of color on the water, and investigating the value of this great body of water to the plant and animal life near it.

Thus the unifying of the whole work will come about through relating this great agent of life to the fertility of all the surrounding country.

The materials used will be:

Large blocks that the children may carry about in small wheelbarrows or in their arms, clay, water-color paints, sand, blackboards, garden tools, scissors and paper, and cord for jumping-ropes.

Games: romping, imitative, and directed games; dramatization of songs or stories; free plays with toys made by the children, rhythmic games and marching (on cool days only).

Songs appropriately chosen from song books by Eleanor Smith, Patty and Mildred Hill, Jessie Gaynor, and Mrs. Riley; Walker and Jenks, Neidlinger, etc.

Stories—From any source most useful,

## Round Table Discussions

Under the Department of Applied Pedagogy there will be two round table periods a week.

1. For one afternoon hour each week the students will be given an opportunity of meeting the teachers of the Model School. It is desired that these meetings be as informal as possible, as their sole purpose is to answer questions and explain the work observed.

This period will be free to all students interested in the Model School.

2. During the other round table period various teachers, in separate classes, will present each a series of six lessons upon a given subject, as outlined below.

All students taking four courses will be admitted to any one of these classes, but they are requested to attend regularly the class first selected, the lessons being so related that each one is dependent upon the others of the series.

## Series of Six Lessons upon Order and Management

Katharine Stilwell

**THESIS.**—The teacher's ideal of order is limited by his ideal of education. As the old ideals of education are modified, different standards of order and different methods of school management must prevail.

**I What is Education? What is Order?** Relation of order to the ideal of education as illustrated by various schools. 1. Hyde Park High School. 2. John Crerar School. 3. University Elementary School, etc.

**II. Self-Government.**—Is it possible? Relation of privilege to responsibility. Liberty

vs. license. Rules. What and who shall make them. Rewards and punishments. The motive of the pupil. The teacher's function.

**III. Order as Related to:**—1. Observation. 2. Comparison. 3. Reflection. 4. Action.

**IV. Relation of Order to the Various Subjects of Study:**

1. Nature study and geography. (a) Field work. Preparation. Order in the field. Use of material collected. Expression. (b) Laboratory. Grouping for work. Directions for work. Amount of noise. Care of laboratory.